

The Transformation of Education Quality Culture in the Public Madrasah Ibtidaiyah of Lampung Province

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ABSTRACT

Quality education is not only determined by the curriculum and teaching materials, but also by the quality culture implemented in the madrasah environment. This study aims to explore the implementation of quality culture in State Islamic Madrasahs (Madrasah Ibtidaiyah Negeri, MIN) in Lampung Province, with a focus on the leadership role of the madrasah head, the consistency of the implementation of innovative learning strategies by teachers, the involvement of students and parents, and the support of learning facilities. The research method used was descriptive with quantitative and qualitative approaches. Data were collected through questionnaires distributed to 42 respondents consisting of students, teachers, madrasah principals, and parents, as well as in-depth interviews using Voice Note on WhatsApp. The results showed that the madrasah principal has an important role in promoting a culture of quality, with the majority of respondents agreeing that the madrasah principal is a role model in discipline and the implementation of a culture of quality. Teachers at MIN Lampung are also considered consistent in using innovative learning methods, although there is a need for adjustment to the latest curriculum and ongoing training. The involvement of students and parents in madrasah activities contributes to the establishment of a quality culture, while the learning facilities are also considered supportive of the education process. Regular quality evaluations show that there are continuous efforts to improve the quality of education in the madrasah. This study suggests increasing the synergy between madrasah principals, teachers and parents and improving learning facilities to support a more sustainable culture of quality.

Keywords: Evaluation Quality, Innovation Learning, Lampung, Madrasah Ibtidaiyah Negeri, Madrasah Leadership, Quality Culture

1. INTRODUCTION

Quality education is not only determined by quality curriculum and teaching materials, but also by the quality culture implemented in the madrasah environment. The transformation of quality culture in education is an approach that aims to improve the quality of teaching and learning in various educational institutions. In the context of education in Indonesia, Madrasah Ibtidaiyah (MI) as a religious-based basic education institution has an important role in shaping the character and knowledge of the younger generation. Therefore, the implementation of quality culture in MI not only focuses on academic aspects, but also on the development of character and moral values of students. Quality culture in education is a concept that is so important in efforts to improve the quality of education. Quality culture includes values, norms and beliefs that are internalized by all elements of the school, including teachers, students and parents, to achieve better educational goals and higher accountability (Asrin et al., 2021). In this context, Asrin et al. emphasize that the implementation of quality culture should be based on local wisdom, which means that each school needs to adapt their approach to the local social and cultural context to achieve optimal results (Asrin et al., 2021). This shows that a culture of quality is not just an application of theory, but also needs to be relevant to the real conditions on the ground.

Principal leadership dimensions, such as in quality management, resource management, and external communication, have a significant impact on school capacity (Lubis & Sagala, 2019). Principals who are able to make the right strategic decisions can improve the effectiveness of school management and, in turn, contribute to improving students' academic performance (Mailool et al., 2020). In addition, strategic decisions made by school principals should be based on an in-depth analysis of the school's internal and external context, including the challenges faced and opportunities available (Borodiyenko et al., 2022).

The implementation of strategic plans in schools is also influenced by factors such as organizational commitment and school climate. High organizational commitment among teachers can improve their performance, which in turn contributes to the successful implementation of strategic plans (Mailool et al., 2020). When an organization has a solid quality culture, the entire team not only works to meet strategic goals, but also maintains and strives for consistent quality standards. Therefore, it is important for school leaders to create an environment that supports and empowers all members of the school community. Meanwhile, Fandholi et al. (2023) added that teacher work motivation and school culture also influence each other in determining school quality. High teacher motivation will contribute to improving the quality of teaching, which in turn will have a positive impact on student learning outcomes.

Therefore, it is important for schools to create a supportive environment for teachers so that they can work with high enthusiasm and dedication. The strategic orientation of educational institutions can create a competitive advantage, especially in the face of changes in the external environment (Borodiyenko et al., 2022). In this case, a culture of quality should be an integral part of school management policies and practices. This is very important because with a culture of quality, the school's vision and mission are not just formal statements. A culture of quality ensures that commitment to quality is embedded in every decision and action taken by individuals at all levels. In addition, a culture of quality provides a valuable competitive advantage. This process involves developing an organizational culture system that supports quality education, which in turn will improve the quality of educational services provided to students.

Based on the explanation above, the researcher is interested in understanding how the quality culture is implemented in the Public Madrasah Ibtidaiyah (Madrasah Ibtidaiyah Negeri) in Lampung. The researcher aims to explore various aspects of quality culture as part of strategic management in the educational environment of Public Madrasah Ibtidaiyah in Lampung, as outlined in the research problem. Specifically, this study aims to examine: the role of madrasah leadership in promoting and shaping the quality culture in Public Madrasah Ibtidaiyah in Lampung; the consistency of implementing innovative learning strategies by educators at MIN Lampung in supporting the quality culture of education; the involvement of students and parents in madrasah activities contributing to the development of the quality culture in MIN Lampung; whether the availability and quality of teaching facilities in MIN Lampung support the creation of a sustainable quality culture; the process of quality evaluation conducted at MIN Lampung, and how the evaluation results are used for the development of quality culture.

2. RESEARCH METHODS

The research method applied in this study is descriptive method with quantitative and qualitative approaches. This approach aims to provide a comprehensive picture of the implementation of quality culture in Madrasah Ibtidaiyah, combining numerical analysis with in-depth insights from respondents. This approach was chosen to capture various aspects of quality culture from the perspective of statistical data as well as the personal views of respondents or resource persons (Sugiyono, 2016).

On the quantitative side, the study focused on objective measurement of respondents' perceptions of quality culture in madrasahs. Data was collected through a structured questionnaire that included measurable answer options, providing information on the general tendency of respondents towards the implementation of quality culture. This analysis produces data in the form of numbers and percentages, describing the level of participation, the role of the madrasah head, the consistency of teachers in teaching, and other aspects that support a culture of quality. Thus, this quantitative approach provides an objective picture and allows researchers to identify patterns or trends in respondents' perceptions.

Meanwhile, the qualitative approach was used to dig deeper into respondents' perceptions, motivations and experiences related to quality culture in Madrasah Ibtidaiyah. Through in-depth interviews and open-

ended responses, researchers were able to gain an understanding of the reasons and motivations behind respondents' views. This qualitative approach enabled the research to capture nuances and contexts that cannot be explained by numbers alone, enriching the quantitative findings and providing deeper contextual insights into the implementation of quality culture. With the combination of these two methods, the research not only presents numerical data but also reveals the meaning behind the numbers, thus providing a more comprehensive picture of quality culture in Madrasah Ibtidaiyah.

The population of this study was the residents of State Madrasah Ibtidaiyah in Lampung province, consisting of students, teachers, madrasah heads and parents of students in State Madrasah Ibtidaiyah in Lampung province. The sample of this study was 42 respondents who were obtained purposively so that the data obtained would be more representative. The 42 respondents consisted of parents of students totaling 16 people, public madrasah ibtidaiyah teachers totaling 12 people, public madrasah ibtidaiyah students totaling 8 people and public madrasah ibtidaiyah heads totaling 6 people.

The use of quantitative descriptive methods followed by qualitative descriptions provides a picture of how quality culture is practiced in the State Madrasah Ibtidaiyah. The quantitative data provides a general and measurable view of the level of quality culture, while the qualitative data explains the more detailed background, reasons and suggestions of the respondents. The combination of these two methods provides a comprehensive understanding of the culture of quality in the madrasahs and provides a solid basis for recommendations that are more relevant and focused on continuous development.

2.1. Research Instrument

This study utilized two main instruments as data collection tools, namely a questionnaire developed through the Google Forms platform and an interview guide sent through Voice Note on WhatsApp. The questionnaire instrument was systematically designed with a structured question format aimed at collecting quantitative data from respondents. The questionnaire contained a number of items designed to measure the respondents' roles, the duration of their involvement in the institution, as well as their perceptions of the implementation and effectiveness of quality culture in the madrasah environment.

The use of Google Forms as the medium for the questionnaire provided several significant advantages in this study, including ease of access for respondents and speed in data collection. This platform allows for more efficient and real-time data collection, so the results can be monitored directly and analyzed more accurately. In addition, the structured questions in the questionnaire were designed to provide an overview of respondents' perception trends, enabling relevant statistical analysis to assess patterns and trends related to quality culture.

On the other hand, a Voice Note-based interview instrument on WhatsApp was used to extract more in-depth qualitative data. This instrument was designed to provide flexibility for respondents to convey their views and experiences in detail. Through audio interviews recorded in the form of Voice Notes, researchers can explore various aspects of individual perceptions, motivations, and experiences that cannot be adequately expressed with quantitative data alone. This approach allows researchers to capture nuances and contexts that may be hidden in numerical data, thus providing a more holistic understanding of the implementation of quality culture in madrasah.

This combination of structured questionnaires and qualitative interviews through Voice Note provides a comprehensive methodological approach. Through quantitative instruments, this research can provide a statistical overview, while qualitative instruments allow in-depth exploration that provides context to the data collected. The integration of these two instruments is expected to produce more valid and accurate findings in understanding the implementation of a quality culture in a basic education environment.

2.2. Data Collection Technique

Data collection techniques in this study were conducted through two main approaches, namely questionnaires and interviews, which were designed to complement quantitative and qualitative data. Each approach was strategically selected to optimize the depth and scope of data collected regarding the implementation of a quality culture in Madrasah Ibtidaiyah.

2.2.1. Quantitative Questionnaire

The questionnaire instrument was developed using Google Forms and distributed online to reach respondents effectively and efficiently. The questionnaire contained a number of structured questions designed to obtain quantitative data regarding respondents' roles, duration of involvement, and perceptions of the quality culture in madrasah. The questions in this questionnaire used a Likert scale to measure the respondents' level of agreement with various aspects of the quality culture, such as participation in quality activities, consistency in teaching methods, and support from the madrasah head in implementing the quality culture. The data obtained from this questionnaire was then statistically analyzed to identify patterns and general trends in respondents' perceptions.

2.2.2. Qualitative Interview

To gain more in-depth insights, the interview technique was applied through Voice Notes sent via WhatsApp. The interview guide was structured with semi-structured questions, allowing respondents to provide freer responses while remaining within the desired research framework. The interviews were designed to explore qualitative aspects of quality culture, including respondents' motivations, experiences, and subjective perceptions that could not be captured through the questionnaire. This approach allowed the researcher to understand the respondents' backgrounds and contexts in greater depth, including the factors that influence their views on quality culture.

2.2.3. Data Collection Procedure

Data collection was conducted in two stages. First, questionnaires were distributed online, and the collected data were immediately analyzed descriptively to map respondents' initial perceptions of quality culture. Second, interviews were conducted with respondents selected based on the criteria of involvement and significant role in the implementation of quality culture in Madrasah. The use of Voice Note provided flexibility for respondents to respond and for researchers to document responses in full.

2.2.4. Validity and Reliability Instrument

To ensure the validity and reliability of the data, the questionnaire and interview guide were first tested through a limited pilot test. The questionnaire was tested to ensure the consistency and clarity of each item, while the interview guide was tested to evaluate whether the questions could explore information relevant to the research objectives. The data from these two instruments were then analyzed by triangulation to minimize bias and ensure that the data obtained reflected the real conditions of the implementation of quality culture in Madrasah Ibtidaiyah. With this approach, the research is expected to obtain rich data, both in the form of statistics that describe general trends and qualitative narratives that provide in-depth context.

2.3. Data Analysis Technique

Data analysis techniques in this study were conducted through two main approaches: quantitative and qualitative data analysis. Both techniques were designed to provide a comprehensive understanding of the implementation of quality culture in Madrasah Ibtidaiyah, with quantitative analysis focusing on general patterns and qualitative analysis delving into the context and experiences of respondents.

2.3.1. Quantitative Data Analysis

Quantitative data obtained from the questionnaire were analyzed using descriptive statistics to identify patterns and trends in respondents' perceptions related to quality culture. Each item in the questionnaire measured by the Likert scale was processed to produce frequency distribution, percentage, mean and standard deviation. This analysis serves to present a general profile of participation, the role of the madrasah head, and the consistency of teachers' teaching in supporting a culture of quality.

Furthermore, to examine the relationship between variables, simple correlation or linear regression techniques can be applied to identify the extent to which certain factors, such as the role of the madrasah principal or teacher motivation, influence the perception of quality culture in the madrasah. The results of this quantitative analysis not only provide an overview of general perceptions but also help identify significant factors that play a role in the implementation of a culture of quality.

2.3.2. Qualitative Data Analysis

Qualitative data obtained through interviews was analyzed using a thematic approach. This process began with the transcription of each Voice Note response given by the respondents. After that, the data was analyzed using a coding technique, where each response was coded based on themes relevant to the research objectives, such as teachers' motivation, challenges in implementing a quality culture, and their views on the role of the madrasah principal.

The coding process was iterative to identify themes and subthemes that appeared repeatedly across the qualitative data. The findings that emerged from this thematic analysis were then explained in narrative form, providing deeper insights into the experiences, motivations and perceptions underpinning the implementation of a culture of quality in the madrasah environment. The results of this qualitative analysis serve to enrich and provide context for the quantitative data, making the analysis more comprehensive.

2.3.3. Data Triangulation

To increase the validity and reliability of the findings, this study used the triangulation method, which compares and integrates the results of quantitative and qualitative analysis. Triangulation allows researchers to verify the consistency of data obtained from two different sources, so as to minimize bias and provide a more in-depth and accurate view of the implementation of quality culture in Madrasah. Through a combination of statistical and thematic analysis and triangulation techniques, this research is expected to provide a comprehensive, valid and relevant picture of quality culture in Madrasah Ibtidaiyah.

3. RESULTS AND DISCUSSION

3.1. Results

A culture of quality in an educational environment is a fundamental element that contributes significantly to the improvement of teaching and learning services for students. The implementation of a good quality culture can also create a learning environment that is conducive to the holistic development of students. This study focuses on the implementation of a culture of quality in Public Madrasah Ibtidaiyah in Lampung Province, with an emphasis on the leadership role of the Madrasah head, the consistent implementation of innovative learning strategies by educators, the availability of adequate teaching and learning facilities, and the active involvement of students and parents in various activities in the madrasah.

From the 42 respondents who participated in this study, the majority were women, with a total of 24 people. The large number of female respondents indicates the possibility of mothers' active involvement in supporting and monitoring the quality of education in Public Madrasah Ibtidaiyah in Lampung Province. Most of them may be directly involved as education actors or as individuals who care about the quality of learning implemented in madrasahs.

In addition, 16 respondents have served in the Public Madrasah Ibtidaiyah for more than six years, while other respondents have varying lengths of service. Respondents with long-term experience in madrasahs are believed to have a deeper insight into the changes and developments that have occurred in madrasahs over the past few years, thus providing a valuable perspective on the quality culture implemented.

This research specifically emphasizes several key aspects that support the implementation of a culture of quality in Public Madrasah Ibtidaiyah. The focus of data collection was directed at: (1) the effective leadership of the madrasah principal in driving the quality culture; (2) the consistent application of innovative learning strategies by teachers; (3) the adequacy of teaching-learning facilities available in the madrasah; and (4) the active involvement of students and parents in activities organized in the madrasah. These four aspects are analyzed in detail to provide a comprehensive understanding of the implementation of a culture of quality in Public Madrasah Ibtidaiyah in Lampung Province, as follows:

3.1.1. Encouragement of Madrasah Head

Based on the analysis of questionnaires distributed randomly in public madrasah ibtidaiyah in Lampung province, 41 out of 42 respondents stated that the heads of public madrasah ibtidaiyah in Lampung provide strong encouragement in improving the quality of education in their madrasah. The perception of the majority of respondents is almost unanimous, indicating that the role of madrasah principals has reflected strong

leadership and high commitment to the establishment of a positive quality culture in the public madrasahs they lead. A total of 33 respondents stated that madrasah principals are role models in the discipline and implementation of a culture of quality in their madrasahs. This positive response indicates that madrasah principals are role models who inspire all school members in upholding positive values, thus strengthening the implementation of a culture of quality in their madrasahs.

Furthermore, almost all respondents stated that madrasah principals strongly encourage all of their members to improve the quality of teaching and learning in the madrasahs where they serve, indicating a strong encouragement from madrasah principals towards the establishment of a quality culture in their public madrasahs. The madrasah head is perceived as a role model for discipline and consistency in the application of quality values in their madrasah. However, some respondents suggested the need for synergy between madrasah heads, teachers and staff to realize more collaborative leadership. Strong, collaborative and dedicated leadership plays a major role in shaping a consistent quality culture.

3.1.2. Teacher Consistency in Learning

In terms of teachers' consistency in implementing learning, 30 respondents stated that teachers in public madrasah ibtidaiyah in Lampung are consistent in using innovative and quality learning methods. This consistency shows that teachers are committed to providing interesting and effective learning experiences for their students, which will then increase students' motivation and participation in actively participating in the teaching and learning process at the madrasah. Teachers in public madrasahs in Lampung are considered to have tried to cultivate creative learning, support students' involvement in learning and efforts to improve the quality of teaching and learning processes in their madrasahs.

However, some respondents expressed the need for quality improvement efforts in the application of teaching methods, the quality of learning materials that need to be adjusted to the latest curriculum developments. Teachers' commitment to teaching innovation is one of the important pillars in efforts to improve the culture of quality in madrasahs. In addition, the need to adapt teaching methods to the latest curriculum is also a concern. This indicates the need for continuous training and professional development for teachers in madrasah ibtidaiyah in Lampung province.

3.1.3. Regular Teacher Training and Competency Development

From the 42 total respondents who filled out this questionnaire, 28 respondents stated that the State Madrasah Ibtidaiyah in Lampung routinely organizes training as an effort to improve the quality of teaching of teachers in madrasah ibtidaiyah. This is evidence of support from the institution for the professional development program for their madrasah teachers organized by the madrasah. This is done so that teachers will be more prepared and responsive in facing the challenges of education, especially in Lampung province and generally in Indonesia, which continue to grow and demand continuous innovation. However, there were some suggestions from respondents to increase the frequency and variety of training for their teachers and some respondents even suggested that training to improve the quality of teaching and learning of these teachers also includes technical and methodological aspects that are in accordance with the learning needs of today's students. Regular teacher training conducted by the institution is a positive practice in supporting a culture of quality. However, some respondents suggested conducting more trainings that are relevant to current learning needs. This shows that teachers need continuous development to adapt to developments and changes in the current and future world of education.

3.1.4. Student Participation Opportunities and Rewarding Outstanding Students

A total of 37 out of 42 respondents stated that students are also given the opportunity to participate in activities related to quality improvement in their madrasah ibtidaiyah. This participation provides space for students to increase their sense of belonging and responsibility towards the madrasah where they are currently located. This fact also shows the madrasah's efforts in educating students to be actively involved in the culture of quality in the madrasah where they study. Most respondents stated that students are given the opportunity to participate in activities that support the improvement of school quality, such as their involvement in student organizations, namely Student Council and in the evaluation of school activities. These madrasahs also reward their students who excel in both academic and non-academic fields.

A total of 25 respondents stated that madrasahs give awards to students who excel, both in academic and non-academic fields. These awards act as a form of appreciation and motivation for students to continue to

improve their achievements and feel appreciated for their efforts. However, some respondents suggested that the awards should be more tailored to students' individual achievements and not just limited to academic and non-academic achievements in madrasah. Students' involvement in activities organized in the madrasah shows the madrasah's efforts in building students' sense of responsibility and ownership of their madrasah. This means that madrasah leaders have built a culture of quality among students in their madrasah. However, some respondents suggested that the madrasah should provide awards in various forms, with the hope that all students will feel recognized for their efforts and talents, not limited to academic achievements.

3.1.5. Learning Facilities

Regarding the learning facilities provided by the madrasah for their students, 22 respondents stated that the learning facilities provided by the madrasah had supported teaching and learning activities at their madrasah. They agreed that good facilities are an important factor in creating a conducive learning environment. However, some respondents suggested that the madrasah education management should further improve the facilities, especially the need to provide a learning library and digital facilities as part of the learning center in the madrasah. Some respondents even highlighted the need to provide more modern learning aids so that students can access information that is relevant to the times. Facility support is an important part of implementing a culture of quality in madrasah. Improving library facilities and digital access are needs that can help students and teachers in a more effective learning process that is in line with technological developments.

3.1.6. Madrasah Environment

Regarding the madrasah environment, 21 respondents stated that their madrasah ibtidaiyah environment is safe, comfortable and conducive to learning. Providing a safe, comfortable and conducive madrasah environment is important in supporting students' concentration levels, comfort and safety, so the madrasah will be able to be judged as having succeeded in creating a positive atmosphere for learning. However, some respondents in different madrasahs talked about the need to pay more attention to hygiene and security aspects to maintain a comfortable environment for all parties because a conducive learning environment is a key factor in supporting effective learning. Focusing on cleanliness and safety is a necessary step to maintain a positive environment, especially to support students' comfort in the learning process.

3.1.7. Parent Participation

Twenty out of 42 respondents reported that the madrasah ibtidaiyah where their children study has involved parents in their madrasah ibtidaiyah quality improvement activities. This parental involvement is an important thing that will be able to strengthen the relationship between madrasah and students' families, enabling the growth of effective collaboration in supporting students' development both academically and morally. Parents' involvement in quality improvement activities in their madrasah is considered quite active. Another 22 respondents stated that the relationship between madrasah and parents still needs to be improved, for example through more effective communication programs or collaborative activities. This participation reflects the madrasah's efforts to establish a harmonious relationship between students' families and the school, which is important for the educational development of the students in their madrasah. Parental involvement is an important element in creating a strong culture of quality. Suggestions to improve communication and collaboration show that parents feel involved but there is still room for better interaction, which can increase the sense of togetherness and support within the madrasah community.

3.1.8. Quality Evaluation and Follow-up

Nineteen out of 42 respondents stated that their madrasah regularly evaluates the quality of education, meaning that the remaining 22 respondents had not seen any efforts to evaluate the quality of education in their madrasah. 21 respondents said that the results of the evaluation are used for continuous improvement in their madrasahs. This continuous evaluation is a manifestation of the madrasahs' commitment to assessing and improving the quality of education in their madrasahs over time. However, some respondents wanted more transparency about the evaluation results and the corrective measures to be taken by the madrasahs. This transparency is important so that all parties can understand the direction of the madrasah's development and improvement goals. Continuous evaluation is an important part of quality culture. Suggestions to improve transparency point to the need to involve the school community more actively in the evaluation process, so as to increase a sense of ownership and shared responsibility in the development of the madrasah.

3.2. Discussion

3.2.1. Leadership of Madrasah Principal in Promoting Quality Culture

The findings of this study emphasize the significant role of the madrasah principal's leadership in promoting quality culture in Public Elementary Madrasahs. Strong leadership and the principal's commitment to implementing quality culture create a positive and inspiring learning environment for the school community. This aligns with research by Alzoraiki et al. (2024), who stated that transformative leadership in educational institutions can enhance the engagement of the entire school community in achieving educational quality goals. As a role model for discipline and the implementation of quality values, the principal serves as a catalyst for positive change, supported by Sliwka et al. (2024), who found that inspiring educational leadership encourages educators' commitment to actively participate in quality improvement efforts. However, respondents' suggestions to strengthen synergy between the principal, teachers, and staff underline the importance of a collaborative approach in leadership. This finding is consistent with Teasley (2017), who emphasized that collaborative leadership enables the development of a sustainable quality culture by involving all elements of the school community.

3.2.2. Teacher Consistency in Teaching and Professional Development

Teacher consistency in applying innovative teaching methods is an indicator of their commitment to quality teaching and has a positive impact on student motivation. This is supported by research by Daniel et al. (2024), who found that innovation in teaching methods is consistently correlated with increased student engagement in the learning process. However, the need to adjust teaching methods to the current curriculum and provide ongoing training indicates that teachers need support in developing their competencies. This is in line with findings by Harrison & Hutton (2013), who stated that teacher training relevant to modern curriculum needs can improve teaching effectiveness and support the school's quality culture. This need is further reinforced by research by Nalbantoğlu & Bümen (2024), which shows that continuous training is crucial in facilitating the adaptation of teaching methods to curriculum changes.

3.2.3. Student Participation and Recognition for Achieving Students

Student participation in school activities contributes to the development of their sense of responsibility and attachment to the madrasah. These findings are consistent with research by Nalbantoğlu & Bümen (2024) and Zaki et al. (2024), who found that student participation in activities that support school quality helps create a positive learning culture and strengthens students' bond with the institution. Recognition given to high-achieving students also provides additional motivation and increases student satisfaction with their achievements, as explained by Muñoz et al. (2019), who showed that recognition plays a key role in enhancing academic performance and student participation in school activities. However, suggestions to expand recognition to various forms of non-academic achievement underline the importance of an inclusive approach to student motivation, in line with the view in literature by Fryer Jr (2011) that diverse recognition can help students feel more appreciated and contribute to the enhancement of the quality culture in schools.

3.2.4. Learning Facilities as Supporters of Quality Culture

The availability of adequate teaching facilities plays a crucial role in creating a conducive learning environment. This is supported by research by Ikram & Kenayathulla (2023), who showed that sufficient facilities support the improvement of learning quality and motivate students in the learning process. The support of facilities, especially libraries and digital resources, is considered essential in today's digital era to enrich students' learning experiences. This is in line with studies by Berezi (2024), who found that the integration of modern facilities, including digital libraries and technological devices, enhances student engagement and enriches their learning experience. Suggestions for improving facilities also indicate the need to align teaching facilities with technological developments and current student needs, as discussed by Berezi (2024), who stated that modernizing learning facilities is vital to support learning that is relevant to the times.

3.2.5. Conducive Madrasah Environment

A safe and comfortable environment is one of the key elements in supporting effective learning. This research finding aligns with the findings by Bear et al. (2019), who showed that a positive learning environment enhances student concentration and supports engagement in the learning process. This is also relevant to studies by Maslang et al. (2022), who emphasized the importance of cleanliness and safety in the

school environment to create a conducive learning atmosphere. Several respondents' suggestions regarding the need to improve cleanliness and safety aspects indicate that efforts to maintain a comfortable learning environment must be optimized continuously.

3.2.6. Parental Involvement in Quality Culture

Parental involvement in quality improvement activities at the madrasah is considered essential in supporting the development of a sustainable quality culture. This aligns with research by Dorfman & Fisher (2002), who found that active parental participation strengthens collaboration between families and schools in supporting student development. Suggestions to improve communication and collaboration between the madrasah and parents highlight the importance of building effective relationships between the school and families. Moreover, effective communication between schools and parents supports the strengthening of quality culture and creates positive synergy in student development.

3.2.7. Quality Evaluation and Follow-up

Regular quality evaluations are an essential step in monitoring and improving education quality. This finding is consistent with research by Hawley & Sykes (2007), who stated that continuous evaluations allow educational institutions to identify areas that need improvement and enhance the effectiveness of educational programs. However, suggestions to improve the transparency of evaluation results highlight that openness in the evaluation process is crucial so that all parties feel involved in the development of the madrasah. Research by Pattaro et al. (2022) supports this finding, showing that transparency in evaluation results strengthens trust within the school community and encourages collective responsibility in quality improvement efforts.

Overall, this discussion emphasizes that the implementation of a quality culture in Madrasah Ibtidaiyah Negeri in Lampung is influenced by leadership, teaching consistency, facility support, student and parental involvement, and ongoing evaluation. These findings support previous research and demonstrate the importance of a holistic approach involving the entire school community in building a competitive and sustainable quality culture.

4. CONCLUSIONS

Overall, the data shows that Madrasah Ibtidaiyah have various elements that support a culture of quality, including strong leadership, teacher consistency in teaching, and supportive facilities and an environment conducive to learning. However, there are opportunities to further increase parental involvement and improve madrasah facilities. With continuous evaluation and targeted development through training and input from all parties, the madrasahs demonstrate a strong commitment to maintaining and improving the quality of education they provide. The madrasah principal as a disciplined role model is evidence that the leadership in the madrasah is strong in supporting a culture of quality. This clearly demonstrates the principal's dedication to creating a quality educational environment.

Teachers in this madrasah are considered consistent in applying innovative and quality learning methods, reflecting their commitment to teaching. This supports students' active involvement in the learning process and is expected to improve their learning outcomes. A safe, comfortable and conducive environment is essential in supporting holistic student learning. With a positive learning atmosphere, students can optimally develop their potential. Some madrasahs in Lampung province have actively conducted quality evaluations and used the results for improvement. This indicates a madrasah approach that focuses on continuous development and quality improvement in various aspects. Although some respondents made suggestions to continue improving the culture of quality, including increased synergy between madrasah heads and staff, and improved facilities, such as libraries. These suggestions indicate that there is room for further improvement so that the madrasah can continue to grow and meet stakeholders' expectations. The responses to the questionnaire indicate that public madrasahs in Lampung province have succeeded in establishing many important aspects of a culture of quality through strong leadership, learning innovation, supportive facilities and a conducive learning environment. However, suggestions from respondents, such as increased synergy between madrasah heads and staff, improved facilities and more transparent participation in quality evaluation, are valuable inputs for further improvement. The implementation of a culture of quality in this madrasah has gone well, but continuous development is still needed to meet the expectations of all school members and improve the quality of education holistically.

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